



Summative Evaluation of Practicum Master of Teaching

Teacher Candidate: Saul Aaron Widrich

Year: 1 **Practicum Session:** 2

Dates: February 17, 2026 to March 31, 2026

Associate Teacher: Robert Moscaritolo

Grades taught: 11,12

Subjects taught: MCR3UE (Grade 11 enriched math), IDC4U2 (Personal Finance and Entrepreneurship)

School: Thornhill S.S.

Board: YRDSB

PROFESSIONAL RESPONSIBILITIES

During his practicum, Saul taught one section of Grade 11 Enriched Functions course (MCR3UE) and one section of Grade 12 Personal Finance and Entrepreneurship (IDC4U2). Thornhill Secondary School is an AP school and many students write AP exams throughout their high school careers. The Grade 11 math class serves as a "pre-AP" course to prepare students for AP math courses in their Grade 12 year. Many students in this class are identified as gifted learners. The Grade 12 interdisciplinary class is a new course that combines curricula in both mathematics and business to provide students with authentic, real-world learning that brings their lived experiences with money and finances into the classroom.

Saul conducted himself in a professional manner in his daily interactions with students and colleagues. Saul performed his teaching responsibilities with the utmost care. He developed lesson plans, created presentations and handouts, and provided students with consistent and ongoing feedback. Saul and I debriefed on a daily basis. We discussed many facets of teaching, reflected on Saul's lessons, and planned for the next day. Saul responded well to constructive feedback and was open for daily discussions around his teaching practice.

Saul maintained professional boundaries with his students. He connected with the students by sharing his lived experiences, empathized with students who struggled, and maintained a calm and positive demeanour, which fostered student engagement.

DIVERSITY AND EQUITY

Saul helped foster an environment where students felt safe, respected, and cared for. Saul understands that relationships are one of the most important facets in his role as an educator. Saul sought to learn about his students interests and cultures through daily discussion and relationship building.

Saul consulted the students IEPs to learn about any assessment and environmental accommodations that his students needed to support their learning. Saul learned about how to accommodating versus modifying the curriculum

INVOLVEMENT IN SCHOOL / COMMUNITY LIFE

Outside of the classroom, Saul took part in many aspects of community life at Thornhill Secondary School. These experiences helped him learn about the students in a non-academic setting and engage in some of the work our school does to improve student learning.

Saul attended two of our School Improvement Plan Committee meetings. During this time, he witnessed collaboration between administration and teachers across many departments, including: mathematics, guidance, library, history, science, and physical education. During one of the meetings, our Superintendent visited and took part in a conversation around the work our school is doing to engage more learners. We looked at school-wide assessment data, determined which groups were at risk, and came up with measurable goals to help these students succeed.

Saul contacted the teacher advisor of the TSS Rainbow Alliance and attended one meeting after school. Through this experience, Saul connected with the students in a non-academic setting and took part in their lived experiences.

On Monday, March 9th, Saul attended as a teacher chaperone at the HOSA Conference, which took place at the Metro Toronto Convention Centre. He learned about protocols for ensuring the safety of students and witnessed the students take part in engaging extracurricular competitions throughout the day.

Saul attended parent/teacher interview night on Thursday, March 26th. This gave him an opportunity to meet the families of his learners and observe how to facilitate strong, positive relationships with students and their parents outside of the classroom.

UNDERSTANDING CURRICULUM AND THE LEARNER

Saul effectively used technology in the classroom to enhance his lessons. He annotated notes from his iPad, posted filled out notes on Google Classroom, incorporated student voice through interactive polls, and shared useful resources to enhance learning. For example, in the finance course, Saul taught a lesson on net income that incorporated a web-based game called "Spent". The simulation presents students with a choice of three possible jobs, and then presents different choices and challenges each day of a 30-day month. The challenges are realistic and force the player to make difficult choices, including decisions about health care, which bills to pay, what food to buy, etc. The students were engaged and it brought about rich discussion around the cost of living. Through this activity, students learned about empathy and compassion in understanding the challenges of life for many people.

To better understand the effectiveness of his teaching approach, Saul implemented a "stop, start, continue" feedback activity early into his practicum. He asked students to complete an anonymous Google form to ask for feedback on what he should stop doing, start doing, and continue doing, Saul took the feedback to heart and incorporated more wait time into his lessons for students to absorb new concepts. In addition, he incorporated additional challenge questions to further enrich the students during class time. As a high achieving student, Saul understands the obstacles many gifted students face in an enriched classroom. Saul rose to the challenge and effectively enriched the curriculum through both breadth and depth. For example, in the Grade 11 math class, Saul taught the curriculum strand on discrete functions. He enriched his learners by incorporating combinatorics to explain the Binomial Theorem, and introduced sigma notation when introducing annuities. Saul effectively brought in advanced math concepts to meet the needs of his gifted learners.

Finally, Saul connected with the Grade 12 students as it is the time of year when many are receiving acceptances into post-secondary institutions. Saul discussed his experience being an undergraduate student and offered some insight that the students found helpful in considering their options for next year.

ASSESSMENT, PLANNING AND INSTRUCTION

Through this practicum, Saul developed and refined his ability to plan. At the beginning of a unit, Saul mapped out his lessons, activities, assessments, and review days on a calendar for the entire semester that included religious observance days, school-based activities, and holidays. Saul demonstrated flexibility in his planning by taking into consideration other factors when planning assessments (i.e., field trips, assessments in other courses, math contests, etc.).

For each lesson, Saul consulted to Ontario curriculum document to ensure his unit plan met the overall expectations. Saul incorporated many specific expectations through thoughtful examples, exercises, and worksheets. In addition, Saul consulted the AP curriculum documents for pre-Calculus to inspiration on how to enrich students in the Grade 11 math course. During his lessons, Saul spoke clearly and frequently checked in with the students for understanding and pacing. He gave the class ample time to try examples, and encouraged many students to take on a leadership role by writing out their solutions on the whiteboard. Saul then went through a discussion with the class on the approach and acknowledged his students creative approaches to problem solving.

CLASSROOM MANAGEMENT

Saul developed a strong rapport with his students, and as a result, he did not have to face significant classroom management challenges. Saul understands that one of the most important aspects of teaching is to develop strong relationships with his students, which serves as a proactive way to minimize disruptions in the classroom.

One of the challenges of teaching the enriched math course is dealing with perfectionism and anxiety. Saul managed this by grading in a fair and transparent manner. He created a marking scheme that awarded process work and used it to ensure consistency among his students. I was impressed to see that Saul rarely had any requests for remarking from the students. The rare time that he did, Saul collaborated with me to ensure that he wasn't being too strict or lenient.

ADDITIONAL COMMENTS

It was a pleasure hosting Saul at Thornhill Secondary School. He demonstrated passion for teaching mathematics and finance. Saul was eager to learn, receptive to feedback, and engaged in daily dialogue with his students and department members. Saul is well on his way to building a successful teaching career.